

## **Appendix C**

### **Writing Scoring Rubrics**

# Grade 3 Writing Scoring Rubric

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> character and situation (activity and setting)</li> <li><input type="checkbox"/> a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> character and situation (activity or setting)</li> <li><input type="checkbox"/> a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> a sequence of two events related to the situation</li> <li><input type="checkbox"/> both events include a detail</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> one event that related to the situation</li> <li><input type="checkbox"/> an event that includes a detail</li> </ul>	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for more than one thought unit</li> <li><input type="checkbox"/> one simple sentence with subject-verb agreement</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for one thought unit</li> <li><input type="checkbox"/> one simple sentence with or without subject-verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# Grade 4 Writing Scoring Rubric

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The narrative establishes a situation (i.e., activity or setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> character and situation</li> <li><input type="checkbox"/> a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> character and situation</li> <li><input type="checkbox"/> a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The narrative includes a description of events using concrete words or sensory details (e.g., adverbs, adjectives, clause, or prepositional phrase) related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> two events related to the situation</li> <li><input type="checkbox"/> both events include a detail related to character's action or response to a situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> one event related to the situation</li> <li><input type="checkbox"/> one event includes a detail related to character's action or response to a situation</li> </ul>	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (e.g., subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation to end more than one thought unit</li> <li><input type="checkbox"/> one complete sentence with subject-verb agreement</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation to end one thought unit</li> <li><input type="checkbox"/> one complete sentence with or without subject-verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# Grade 5 Writing Scoring Rubric

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> two characters unchanged through narrative</li> <li><input type="checkbox"/> establish a situation (i.e., activity and setting)</li> <li><input type="checkbox"/> a concluding statement that connects to the situation</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> two characters</li> <li><input type="checkbox"/> a setting or activity</li> <li><input type="checkbox"/> a concluding statement that may not connect to the situation</li> </ul>	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> two events that connect to the narrative</li> <li><input type="checkbox"/> both events include a detail related to character's action or response to a situation</li> <li><input type="checkbox"/> one dialogue statement from one character to the other character relevant to the narrative</li> </ul>	The narrative includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> one event related to characters' action/response to a situation</li> <li><input type="checkbox"/> one event includes a detail related to character's action or response to a situation</li> <li><input type="checkbox"/> one dialogue statement from one character to the other character which may not be relevant to the narrative</li> </ul>	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use Standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for more than one thought unit</li> <li><input type="checkbox"/> one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for one thought unit</li> <li><input type="checkbox"/> one complete sentence with or without subject/verb agreement</li> </ul>	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# Grade 6 Writing Scoring Rubric

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
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<b>Organization</b> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: <input type="checkbox"/> an introduction that states the essay is about two opposing conditions <input type="checkbox"/> a body that includes: ○ one activity for each of the two opposing conditions; and ○ one activity common to both conditions <input type="checkbox"/> a conclusion that states two opposing conditions or summarizes the content	The essay includes at a minimum: <input type="checkbox"/> an introduction that states one activity or topic <input type="checkbox"/> a body that relates two conditions with activities <input type="checkbox"/> a conclusion that states an activity or the topic	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The essay develops a topic, includes relevant details and details to promote meaning and state clarity.	The essay includes at a minimum: <input type="checkbox"/> three activities, each with relevant details (the same detail may be used for all activities if relevant to each)	The essay includes at a minimum: <input type="checkbox"/> one activity with a relevant detail	The essay includes at a minimum a detail that describes an activity.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement	The essay includes at a minimum: <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

## Grade 7 Writing Rubric

### Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses a specified topic and is organized in an effect related to a cause (e.g., cause/effect).	The essay includes at a minimum: <input type="checkbox"/> introduction that states the topic/cause <input type="checkbox"/> a body that relates the effect to the provided cause <input type="checkbox"/> a conclusion that states the essay is about a cause and its effect	The essay includes at a minimum: <input type="checkbox"/> introduction that states the topic/cause <input type="checkbox"/> a body that includes an effect that may not relate to the provided cause <input type="checkbox"/> a conclusion that states a cause or the effect	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)	There is no evidence of organization or the evidence is off topic.

<u>Idea Development</u> – The essay develops a topic, includes details to promote meaning and provide clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> a relevant detail to describe the effect</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> one effect with no relevant detail</li> </ul>	The essay includes at a minimum a related idea to the effect.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for more than one thought unit</li> <li><input type="checkbox"/> one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for one thought unit</li> <li><input type="checkbox"/> one complete sentence with or without subject/verb agreement</li> </ul>	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# Grade 8 Writing Scoring Rubric

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states both parts of the problem</li> <li><input type="checkbox"/> a body that relates how the solution can be applied to the problem</li> <li><input type="checkbox"/> a conclusion that states the problem and the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states the problem</li> <li><input type="checkbox"/> one solution that may not relate to the problem</li> <li><input type="checkbox"/> a conclusion that states the problem or the solution</li> </ul>	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> a relevant detail to describe the problem</li> <li><input type="checkbox"/> a relevant detail to describe the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> a relevant detail to describe the problem or the solution</li> </ul>	The essay includes at a minimum a detail or word that describes the problem or the solution.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use Standard English conventions (subject/verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for more than one thought unit</li> <li><input type="checkbox"/> one complete sentence with subject/verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for one thought unit</li> <li><input type="checkbox"/> one complete sentence with or without subject/verb agreement</li> </ul>	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

# Grade 11 Writing Scoring Rubrics

## Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<b>Organization</b> – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <input type="checkbox"/> an introduction that states the claim and a rational reason <input type="checkbox"/> a conclusion that states the claim and the rational reason	The essay includes at a minimum: <input type="checkbox"/> an introduction that states the claim or a reason <input type="checkbox"/> a conclusion that states the claim or the reason	The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).	There is no evidence of organization or the evidence is off topic.
<b>Idea Development</b> – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: <input type="checkbox"/> the body includes two relevant facts or examples <input type="checkbox"/> words or phrases to connect the reason with one relevant facts or example	The essay includes at a minimum: <input type="checkbox"/> the body includes only one relevant fact or example <input type="checkbox"/> word or phrases to connect the reason with one fact or example	The essay includes at a minimum a word related to the reason.	There is no evidence of idea development or the evidence is off topic.
<b>Conventions</b> – Students use Standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement using student-generated text	The essay includes at a minimum: <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement using student-generated text	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.